July 2009



DEPARTMENT OF EDUCATION

2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Lendron



School Report Grade 7

Test Date: March 2009

Code: 10651858

SAU: Gorham School Department

School: Gorham Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

Topic	Page
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results.	7-9



SUMMARY OF SCORES

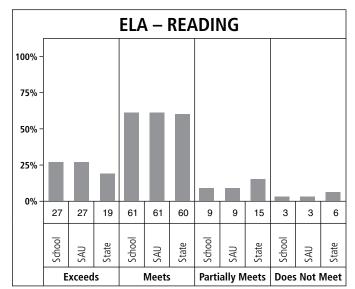
Test Date: March 2009 7

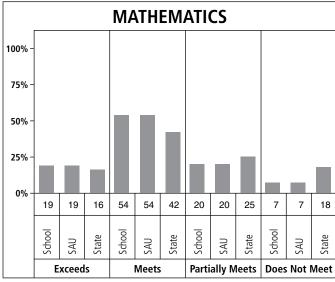
Grade:

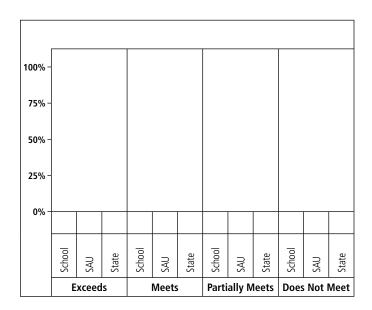
Gorham School Department SAU: **Gorham Middle School** School:

Summary of School, SAU, and State Scores

Year	Avera	age Scaled !	Score
rear	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	752 753 756 754	752 753 756 754	748 750 751 750
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg. *	749 749 751 750	748 749 751 749	742 743 745 743







^{*}Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 7

SAU: Gorham School Department School: Gorham Middle School

		Е	nroll	mer	nt¹						C	ТИС	EN	ГАБ	REA	PA	RTIC	CIPA	TIO	N ²				
CATEGORY OF		durii	ng testi	ing wi	ndow				ELA-F	Reading					Mathe	matics								
PARTICIPATION	Sch	iool	SA	AU	Sta	ate	Sc	hool	S	AU	St	ate	Scl	hool	Si	AU	Sta	ate	Scl	nool	S	AU	St	tate
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	237	100	237	100	14446	100	231	97	231	97	14316	99	231	97	231	97	14322	99						
Ethnicity African American/Black	1	0	1	0	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	1	0	1	0	260	2	1	100	1	100	255	98	1	100	1	100	259	100						
Hispanic	1	0	1	0	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	234	99	234	99	13483	93	228	97	228	97	13380	99	228	97	228	97	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	31	13	31	13	2428	17	30	97	30	97	2391	99	30	97	30	97	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	46	19	46	19	5498	38	45	98	45	98	5431	99	45	98	45	98	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF			ELA-I	Reading					Mathe	matics								
	S	chool	S	AU	St	ate	Scl	hool	SA	AU	St	ate	Sc	hool	S	AU	St	ate
PARTICIPATION ³	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	206	87	206	87	11742	81	206	87	206	87	11754	81						
Identified disability (PET/IEP)	5	2	5	2	367	3	5	2	5	2	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	0	1	0	183	2	1	0	1	0	187	2						
Participation with accommodations	21	9	21	9	2367	16	21	9	21	9	2366	16						
Identified disability (PET/IEP)	21	100	21	100	1819	77	21	100	21	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	4	2	4	2	205	1	4	2	4	2	202	1						
Identified disability (PET/IEP)	4	100	4	100	205	100	4	100	4	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	6	3	6	3	97	1	6	3	6	3	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2009

Grade:

SAU: Gorham School Department School: Gorham Middle School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	\U	Sta	ate
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in English language arts – reading.	's Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	50	25	50	24	2630	18
	2007-2008	52	24	52	24	2604	18
	2008-2009	61	27	61	27	2618	19
	Cum. Total*	163	25	163	25	7852	18
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	114	56	114	56	7605	51
	2007-2008	123	56	123	56	8049	55
	2008-2009	139	61	139	61	8484	60
	Cum. Total*	376	58	376	58	24138	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	29	14	29	14	3000	20
	2007-2008	29	13	29	13	2672	18
	2008-2009	21	9	21	9	2108	15
	Cum. Total*	79	12	79	12	7780	18
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	11	5	12	6	1620	11
	2007-2008	14	6	14	6	1190	8
	2008-2009	6	3	6	3	899	6
	Cum. Total*	31	5	32	5	3709	9

		nber	A	verage Poir	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standards		oints sible	Sch	ool	SA	∖ U	Sta	ate
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.4	66.8	37.4	66.8	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.0	65.0	13.0	65.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.4	67.8	24.4	67.8	22.6	62.8

The MEA assesses students' reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 7

Gorham School Department Gorham Middle School SAU:

School:

					Sch	nool							SA	AU U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	227	61	27	139	61	21	9	6	3	756	227	27	61	9	3	756	14109	19	60	15	6	751
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 0 1 1 224 0	60	27	138	62	21	9	5	2	756	1 0 1 1 224 0	27	62	9	2	756	409 117 253 142 13188 0	11 12 24 14 19	49 53 59 56 61	22 19 11 17 15	18 16 6 13 6	744 746 753 747 751
Identified disability Yes No	26 201	1 60	4 30	12 127	46 63	9 12	35 6	4 2	15 1	742 757	26 201	4 30	46 63	35 6	15 1	742 757	2186 11923	2 22	36 65	35 11	27 3	737 754
Current LEP Yes No	0 227	61	27	139	61	21	9	6	3	756	0 227	27	61	9	3	756	311 13798	4 19	41 61	29 15	26 6	739 751
Economically disadvantaged Yes No	42 185	3 58	7 31	29 110	69 59	9 12	21 6	1 5	2 3	749 757	42 185	7 31	69 59	21 6	2 3	749 757	5300 8809	8 25	58 61	22 10	11 4	746 754
Migrant Yes No	0 227	61	27	139	61	21	9	6	3	756	0 227	27	61	9	3	756	8 14101	13 19	50 60	38 15	0 6	747 751
Gender Female Male Not Reported	112 115 0	35 26	31 23	70 69	63 60	7 14	6 12	0 6	0 5	758 753	112 115 0	31 23	63 60	6 12	0 5	758 753	6993 7116 0	24 14	61 60	11 18	4 8	754 749
Title 1A targeted program Yes No	0 227	61	27	139	61	21	9	6	3	756	0 227	27	61	9	3	756	1025 13084	10 19	53 61	27 14	11 6	745 752
Gifted/talented program Yes No	21 206	17 44	81 21	4 135	19 66	0 21	0 10	0	0 3	769 754	21 206	81 21	19 66	0 10	0 3	769 754	676 13433	66 16	33 61	1 16	0 7	766 750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: **Gorham School Department**

School: **Gorham Middle School**

a .	140.			.,			<u>, </u>															
					Sch	ool							SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category		E	ı	И		P	ı	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	-	%	%	%	%	%	1	%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 51 40 4	2 27 29 3	18 23 32 30	6 78 49 6	55 68 54 60	2 7 11 1	18 6 12 10	1 3 2 0	9 3 2 0	749 756 755 758	5 51 40 4	18 23 32 30	55 68 54 60	18 6 12 10	9 3 2 0	749 756 755 758	7 52 37 4	8 17 23 19	48 62 61 53	25 15 12 18	19 6 4 10	743 751 753 750
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good	34 49	33 26	43 23	39 75	51 68	3 7	4 6	2 3	3	761 755	34 49	43 23	51 68	4 6	3	761 755	30 49	33 16	56 64	7 14	4 5	756 751
C. řair	15	2	6	23	66	9	26	1	3	748	15	6	66	26	3	748	19	5	59	26	10	745
D. poor	2	0	0	2	50	2	50	0	0	744	2	0	50	50	0	744	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	43 49 7 2	32 25 4 0	34 23 27 0	56 68 9 2	60 63 60 50	5 12 1 2	5 11 7 50	1 3 1 0	1 3 7 0	759 754 755 745	43 49 7 2	34 23 27 0	60 63 60 50	5 11 7 50	1 3 7 0	759 754 755 745	33 52 11 3	24 18 11 6	62 62 54 38	10 15 23 29	3 5 13 27	754 751 746 739
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 79 7	8 50 3	25 28 20	20 109 8	63 62 53	2 14 4	6 8 27	2 4 0	6 2 0	753 757 751	14 79 7	25 28 20	63 62 53	6 8 27	6 2 0	753 757 751	17 65 17	16 19 22	55 62 60	18 14 13	12 5 5	748 752 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 57 32	1 29 31	4 23 43	16 82 37	64 65 51	7 10 4	28 8 6	1 5 0	4 4 0	746 754 761	11 57 32	4 23 43	64 65 51	28 8 6	4 4 0	746 754 761	9 54 38	4 14 28	44 63 60	27 17 9	24 5 3	740 750 756
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	39 57 4	25 36 0	28 28 0	53 80 5	60 63 56	9 10 2	10 8 22	2 2 2	2 2 22	756 756 739	39 57 4	28 28 0	60 63 56	10 8 22	2 2 22	756 756 739	44 51 5	19 19 9	60 62 51	15 13 26	6 5 15	751 752 744
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 40 13 26	20 24 6 11	42 26 20 19	22 60 21 36	46 66 70 62	5 5 2 9	10 5 7 16	1 2 1 2	2 2 3 3	759 757 756 751	21 40 13 26	42 26 20 19	46 66 70 62	10 5 7 16	2 2 3 3	759 757 756 751	21 45 13 21	27 22 13 7	57 62 61 59	11 12 17 24	5 4 8 11	755 753 749 746
Optional school/SAU question																						
A. B. C. D.	13 38 13 38	0 0 0 1	0 0 0 33	1 1 1 1	100 33 100 33	0 2 0 1	0 67 0 33	0 0 0 0	0 0 0	744 741 750 753	13 38 13 38	0 0 0 33	100 33 100 33	0 67 0 33	0 0 0 0	744 741 750 753						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



MATHEMATICS RESULTS

Test Date: March 2009

Grade:

SAU: Gorham School Department School: Gorham Middle School

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	N U	Sta	te
The quality of a student's work at each achievement level reflects progress in attaining Maine's Results: Parameters for Essential Instruction in mathematics.	s Learning	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	50	25	50	24	2142	14
	2007-2008	56	26	56	26	2028	14
	2008-2009	43	19	43	19	2220	16
	Cum. Total*	149	23	149	23	6390	15
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 742–760)	2006-2007	87	43	87	42	5642	38
	2007-2008	87	40	87	40	5703	39
	2008-2009	123	54	123	54	5879	42
	Cum. Total*	297	46	297	46	17224	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	40	20	40	20	4077	27
	2007-2008	49	22	49	22	3733	26
	2008-2009	45	20	45	20	3537	25
	Cum. Total*	134	21	134	21	11347	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	27	13	28	14	3001	20
	2007-2008	26	12	26	12	3054	21
	2008-2009	16	7	16	7	2484	18
	Cum. Total*	69	11	70	11	8539	20

		nber	Avera	age Point	s Attaine	d (Numbe	er and Pe	rcent)
Learning Results Content Standards		oints sible	Sch	ool	SA	AU	Sta	ate
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	33.9	60.5	33.9	60.5	29.9	53.4
A. Number	14	25	8.5	60.7	8.5	60.7	7.7	55.0
B. Data	16	29	9.7	60.6	9.7	60.6	8.1	50.6
C. Geometry	12	21	7.7	64.2	7.7	64.2	6.9	57.5
D. Algebra	14	25	8.0	57.1	8.0	57.1	7.3	52.1

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index. html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade:

Gorham School Department Gorham Middle School SAU:

School:

					Sch	nool							SA	AU					Sta	ate		
REPORTING CATEGORIES	Tested		E	ı	М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	227	43	19	123	54	45	20	16	7	751	227	19	54	20	7	751	14120	16	42	25	18	745
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	1 0 1 1 224 0	43	19	122	54	44	20	15	7	751	1 0 1 1 224 0	19	54	20	7	751	416 119 258 142 13185 0	5 8 25 8 16	26 30 43 39 42	28 31 19 23 25	41 30 13 30 17	733 737 750 739 745
Identified disability Yes No	26 201	1 42	4 21	7 116	27 58	10 35	38 17	8 8	31 4	734 753	26 201	4 21	27 58	38 17	31 4	734 753	2189 11931	2 18	17 46	27 25	53 11	728 748
Current LEP Yes No	0 227	43	19	123	54	45	20	16	7	751	0 227	19	54	20	7	751	323 13797	4 16	20 42	28 25	48 17	729 745
Economically disadvantaged Yes No	42 185	4 39	10 21	23 100	55 54	11 34	26 18	4 12	10 6	747 752	42 185	10 21	55 54	26 18	10 6	747 752	5308 8812	7 21	35 46	30 22	28 11	738 749
Migrant Yes No	0 227	43	19	123	54	45	20	16	7	751	0 227	19	54	20	7	751	8 14112	0 16	50 42	38 25	13 18	742 745
Gender Female Male Not Reported	112 115 0	19 24	17 21	63 60	56 52	24 21	21 18	6 10	5 9	751 750	112 115 0	17 21	56 52	21 18	5 9	751 750	6992 7128 0	16 15	43 41	25 25	16 19	745 744
Title 1A targeted program Yes No	0 227	43	19	123	54	45	20	16	7	751	0 227	19	54	20	7	751	1024 13096	7 16	26 43	36 24	31 17	736 745
Gifted/talented program Yes No	21 206	14 29	67 14	7 116	33 56	0 45	0 22	0 16	0 8	767 749	21 206	67 14	33 56	0 22	0	767 749	676 13444	68 13	29 42	2 26	0 18	767 744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: **Gorham School Department**

School: **Gorham Middle School**

					Sch	ool							SA	U					Sta	te		
QUESTIONNAIRE ITEMS	Students in Each Category	1	E	ı	VI		P	ı)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	J 500.0	%	%	%	%	%	1	%	%	%	%	%	1
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5	1	9	6	55	2	18	2	18	744	5	9	55	18	18	744	7	6	30	28	36	735
	51	21	18	63	55	25	22	6	5	752	51	18	55	22	5	752	52	16	42	25	17	745
	40	19	21	49	54	16	18	7	8	751	40	21	54	18	8	751	37	18	44	24	14	747
	4	2	20	5	50	2	20	1	10	747	4	20	50	20	10	747	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good B. good C. fair D. poor	25	24	42	30	53	2	4	1	2	761	25	42	53	4	2	761	26	35	43	12	9	754
	49	17	15	69	62	21	19	5	4	751	49	15	62	19	4	751	46	13	48	25	15	745
	21	2	4	22	47	16	34	7	15	743	21	4	47	34	15	743	23	3	32	37	27	737
	5	0	0	2	18	6	55	3	27	732	5	0	18	55	27	732	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics	25	17	30	30	53	8	14	2	4	754	25	30	53	14	4	754	26	23	43	20	13	749
class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	62	25	18	80	57	27	19	8	6	752	62	18	57	19	6	752	53	15	45	26	15	746
	12	1	4	12	46	9	35	4	15	742	12	4	46	35	15	742	17	9	35	32	24	740
	1	0	0	1	50	1	50	0	0	742	1	0	50	50	0	742	4	7	21	22	51	730
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	41	14	15	54	59	18	20	6	7	750	41	15	59	20	7	750	37	8	40	29	23	740
	55	27	22	65	52	23	19	9	7	752	55	22	52	19	7	752	51	16	44	25	15	746
	4	2	22	4	44	3	33	0	0	752	4	22	44	33	0	752	12	41	35	13	11	755
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	48	22	20	57	52	20	18	10	9	750	48	20	52	18	9	750	48	14	42	27	17	744
	48	19	18	60	56	24	22	5	5	751	48	18	56	22	5	751	47	18	43	23	16	746
	4	2	25	5	63	1	13	0	0	755	4	25	63	13	0	755	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	8	1	6	9	53	3	18	4	24	742	8	6	53	18	24	742	8	8	30	29	33	737
	36	17	21	43	52	18	22	4	5	751	36	21	52	22	5	751	38	13	40	27	20	743
	55	25	20	68	55	24	19	7	6	752	55	20	55	19	6	752	42	20	45	23	12	748
	1	0	0	2	100	0	0	0	0	744	1	0	100	0	0	744	12	16	42	25	17	745
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times a month D. never or almost never	1	0	0	2	100	0	0	0	0	744	1	0	100	0	0	744	15	19	38	25	19	745
	10	2	9	13	57	6	26	2	9	747	10	9	57	26	9	747	31	18	42	24	16	746
	42	17	18	49	52	23	24	6	6	750	42	18	52	24	6	750	26	17	43	24	17	746
	47	24	23	58	55	16	15	7	7	753	47	23	55	15	7	753	28	11	42	27	19	743
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	8	4	22	12	67	1	6	1	6	752	8	22	67	6	6	752	10	12	39	24	24	741
	31	11	16	42	60	12	17	5	7	751	31	16	60	17	7	751	22	13	43	26	18	744
	46	20	19	50	49	26	25	7	7	750	46	19	49	25	7	750	33	18	44	25	13	747
	15	8	24	17	52	6	18	2	6	753	15	24	52	18	6	753	35	16	40	25	19	744
Optional school/SAU question A. B. C. D.	13 38 13 38	0 0 0 0	0 0 0 0	1 2 0 2	100 67 0 67	0 1 1 0	0 33 100 0	0 0 0 1	0 0 0 33	754 747 734 733	13 38 13 38	0 0 0 0	100 67 0 67	0 33 100 0	0 0 0 33	754 747 734 733						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number